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ABSTRACT

Developed as the second part of a 2-volume program guide, this document should be of particular interest to coordinators and administrators of cooperative vocational education programs on both the secondary and post secondary levels. Major sections of guide are: (1) Planning Activities for Cooperative Vocational Education Programs, (2) Advisory Committee, (3) Youth Organizations, (4) Existing Vocational Youth Organizations, (5) Adult Education, (6) Federal and State Laws, and (7) Providing for Research in Cooperative Vocational Education. Checklists for the evaluation of cooperative programs and related sections of the West Virginia state plan are also included. Volume I of this program guide is available as VT 015 711. (JS)

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Cooperative Vocational Education

Coordinator's Handbook

Volume II

Operation and Administration

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

Although the coordinator must plan for teaching, guidance, coordination, and public relations activities, the smooth operation of these phases of the program is dependent upon effective operation and administration. Included in these aspects of the program are: the provision of adequate classroom facilities, the efficient use of supplies and equipment, the preparation of various reports, surveys, and practical research for the purposes of evaluation and future planning, the development and direction of an advisory committee, and leadership in the area of adult education.

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CHAPTER I

PLANNING ACTIVITIES FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

Extensive preplanning is necessary to the success of a cooperative vocational education program. The degree of student interest in the proposed program and the number of employers in the community who will cooperate in providing training stations must be determined. This is usually accomplished through the use of questionnaires and personal visitation. When the need for the program has been determined, a well qualified, professionally trained teacher-coordinator should be selected.

CONDUCTING STUDENT INTEREST AND COMMUNITY SURVEYS

Student interest and community surveys are extremely important to the school officials in establishing a cooperative education program as a part of the school curriculum. All news media should be used to inform the various publics about the purposes and results of these surveys.

Student Interest Survey

The student interest survey should be conducted at the same time as the community survey and should be completed as quickly as possible. The major purpose for conducting the student interest survey is to determine how many students are interested in enrolling in the cooperative program. The following information also may be obtained from the survey:

- . Number of students presently employed part-time
- . Identification of local employers who employ students on a part-time basis
- . Occupational goals and educational plans of students

One method of conducting such a survey is to administer a student interview schedule during a student assembly. Employers, counselors, and teachers should outline the benefits of the cooperative vocational program during such an assembly. The interview schedule may be handed out at the end of the assembly, and students should be encouraged to discuss the program with their parents. To assist such parent-student discussions, a brochure outlining program benefits and prerequisites for enrolling can be most valuable. If a student assembly program cannot be arranged, homeroom periods may be used to inform students of the proposed program, and questionnaires may be distributed at that time. An example

of a student interest survey form is in Appendices of Volume I.

Community Survey

A community survey is needed to determine if the area can provide a sufficient number of training stations to support a cooperative vocational education program. Information obtained through this survey will include:

- . Names of employers providing work stations
- . Names of employers expressing a desire to participate in the program
- . Employment requirements for entry-level jobs
- . Labor market demand for trained employees

More information on community survey is found in Volume I.

SELECTING THE TEACHER-COORDINATOR

The selection of a teacher-coordinator is of great importance because the instructor is responsible for the related instruction the students receive and for the operating procedures of the program. The instructor determines, to a large extent, the success of the cooperative vocational education program.

In addition to fulfilling certain credential requirements, the teacher-coordinator should possess a high degree of professional and technical preparation, including occupational experience in his field of teaching. He should also possess certain personal qualities that will enable him to earn the respect of the people with whom he works. These qualities include self-confidence, pleasing personality and appearance, plus an interest in school, business, and community activities.

It is recommended that teacher-coordinators be employed at least one month longer than the regular school year. This additional time is needed to perform necessary coordination activities, especially those required before the opening of school such as securing training stations, conducting program public relations activities, and preparing instructional materials.

PROGRAM OBJECTIVES

Program objectives must be set in the beginning and must be continually maintained and up dated. Examples of both general and specific objectives are listed in volume one.

Although the coordinator should be given the responsibility

establishing program objectives, contributions should be inlisted from administration, advisory committee, employers, and students.

CURRICULUM DEVELOPMENT

The curriculum is the sum total of the learning experiences for which the school has responsibility. To plan a curriculum means to select, arrange, and sequence these experiences, through the joint decisions of teachers and learners, so that successful learning results. In vocational-technical education, as in many other areas, this requires that learning outcomes be clearly defined in behavioral terms, and suitable evaluative devices designed to measure thier achievement.

The occupational goal of the student should become the center of the instructional program, and the experiences and knowledge necessary to prepare for this goal should become the basis for the curriculum. Subject content in curriculums must be determined by the demands of the occupation for which the training is provided and must be appropriate to the learner's abilities and needs.¹

FACILITIES AND EQUIPMENT

CLASSROOM AND OFFICE EQUIPMENT

In planning facilities and equipment to be used in a Cooperative Vocational Education Program these things should be considered:

(1) the purpose of the program is to help students bridge the gap between school and work life, hence an occupational atmosphere is essential, (2) communication with employers and the community should be made easy as possible, and (3) each student really has a curriculum of his own and needs individual counseling and individual instructional materials. The following suggestions for equipment and facilities should be helpful.

1. Classrooms should have moveable individual tables and chairs which can be arranged for large and small group discussions and for individual instruction and study purposes.
2. All classrooms should have storage space with individual drawers or portable bins where each student can keep independent study materials and projects.
3. Adequate space and equipment for displaying and storing reference

¹"A Guide for the Development of Curriculum in Vocational and Technical Education", Division of Vocational Education, Los Angeles, California, University of California, 1969, p. 14.

books, periodicals and other occupationally related learning materials should be provided.

4. The coordinator should have an office adjoining the classroom.
5. Model stores, offices, shops, laboratories, and other simulated work stations are highly recommended to provide opportunities to develop job skills and attitudes.
6. It is desirable to have all the classrooms, labs, and offices for Cooperative Vocational Education in the same general location within the school.
7. Special instruction equipment is needed for each occupational field and is usually a reimbursable cost depending on the State Plan arrangement.
8. The classroom should also have a sink and mirror to help in maintaining and evaluating personal appearance.

The coordinator's office also has many requirements that would not be necessary in other teacher's offices. It is necessary for the coordinator to have adequate facilities and equipment to fulfill his numerous administrative and counseling responsibilities. In addition to the usual reports and records, he has responsibility for participating in the selection of students, supervising the cooperative occupational experience, making periodic follow-up studies, and sponsoring a youth organization. Sometimes his office is used for conferences with employers or parents, or both; and it is frequently used to discuss confidential matters with students and staff members. The many uses of the coordinator's office require the following considerations.

1. Adequate space to insure comfortable seating and good communication for three or four people.
2. Provisions for maintaining the privacy of confidential matters with visibility of the classroom.
3. A telephone with connections for outside calls in order to maintain continuous contact with employers and the community.
4. Ample filing equipment for general use and for confidential material.
5. Appropriate desk space and a typewriter.
6. Some storage space for audio-visual equipment and book shelves.

There are a number of psychological values of good facilities which pay dividends in addition to the primary purpose of service. One of

these is the advertising value of such among students and potential supportens. Students are frequently attracted to an occupational education program because the environment where the instruction is given appeals to them. Good facilities have a pronounced psychological effect on the students because they take pride in an attractive room and identify with it. Students learn better in a meaningful environment; they may also learn better on their jobs because of the similarities in environment and between the classroom and the job.

Equipment and Supplies

- | | |
|---------------------------|----------------------------------|
| 1. Typewriter | 9. Magazine Rack |
| 2. Lock File Cabinet | 10. Card File |
| 3. Adding Machine | 11. Spirit Duplicator |
| 4. Book Case | 12. 2-Door Metal Storage Cabinet |
| 5. Overhead Projector | 13. Thermofax |
| 6. Slide-Strip Projector | 14. Visual Aids |
| 7. Camera (Type Optional) | 15. Drafting Equipment |
| 8. Tape Recorder | |

FUNDING COOPERATIVE VOCATIONAL EDUCATION

Local cooperative vocational education program-planners usually want to know quite early what financial resources are available so that time and effort will not be wasted in unrealistic planning. Hence, a brief discussions of the nature of funding under Parts B and G of the Vocational Education Amendments of 1968 will be given here. Readers are encouraged to refer to their respective State Plans for vocational education for specific policies and procedures and to consult with the staff members of the vocational education division of the State Department of Education.

Provisions for Federal Funding¹

A local educational agency may be reimbursed for cooperative vocational education under both Part B and Part G of the Vocational Education Amendments of 1968. However, a specific program within the jurisdiction of a local educational agency can be reimbursed only under one of these parts. Thus, a specific program which does not qualify for Part G funds cannot be reimbursed from these funds, even though all or part of the students in a cooperative vocational class are judged to be disadvantaged or handicapped.

¹A Guide for Cooperative Vocational Education, College of Education, Division of Vocational and Technical Education, University of Minnesota, Minneapolis Minnesota, 1969, p. 26.

Part B Funds. The high opinion and warm feeling of the members of Congress toward cooperative vocational education has already been related; hence their support of the on-going program through Part B is assured. It is also intended that cooperative vocational education under this Part will be expanded to additional youth and adults with or without disadvantages or handicaps with predetermined rates of reimbursement to schools.

Part G Funds. First priority for these funds are to be given to areas designated by the State Board as having high rates of school drop-outs and youth unemployment. Criteria for designating such areas will not be discussed here. (See your State Plan, Part I, Sec. 1.10D or contact your State Board for Vocational Education.) The advantages of funding under Part G are as follows:

1. Possible funding up to 100% of program cost
2. Possible reimbursement of employers for added costs of on-the-job training for cooperative vocational education students
3. Possible payment for certain services such as transportation and other costs to students
4. Possible reimbursement of supervisory teacher training and other ancillary costs
5. Inclusion of non-profit private school students in the program.

Funding

1. A local education agency may be reimbursed for cooperative vocational education expenditures under Part B and/or Part G of the Act.
2. Part B funds may be used for the continuation of existing vocational education programs and for expansion of cooperative education to additional youth and occupational fields. The amount of reimbursement for local expenditures depends on the application criteria established in a State Plan.
3. Part G funds are meant for the development of new cooperative programs, especially in designated areas of high rates of drop-outs and unemployed youth. The advantages of Part G may be:
 - a. Possible funding up to 100% of program cost.
 - b. Possible reimbursement of employers for added costs of on-the-job training for cooperative students.
 - c. Possible reimbursement of supervisory, teacher training and other ancillary costs.

- d. Possible payment of certain expenses such as transportation of working students.
 - e. Inclusion of non-profit private school students in the program.
4. Allocation of funds (Part B) is established on the basis of manpower needs and job opportunities, vocational education needs, ability of the agency to pay, and relative costs of the programs. Allocation of funds (Part G) is in terms of priority to areas having high rates of school drop-outs and youth unemployment.
 5. In order to maintain continuous effort in expanding and extending cooperative vocational education, long-range State planning is required in the Vocational Education Amendments of 1968. State plans require local educational agencies to provide information about local annual and long-range plans when applying for approval of their vocational education programs.
 6. If possible, school administrators should allow from nine to fifteen months to plan and get ready before cooperative vocational education classes start.
 7. Schools with neo-cooperative vocational education concepts of education for work should investigate Part D on exemplary programs and Part H on work-study programs.

Priority Funding. As a background for understanding the State Plan regulations, local program-planners should have some knowledge of priorities as they pertain to vocational education in general and specifically to cooperative vocational education. A few essential concepts and ideas are all that can be related here. Further information may be obtained from your State Department of Education.

For programs funded under Part B, the Act requires each State to determine the relative priority of local applications in terms of (a) manpower needs and job opportunities, (b) vocational education needs, (c) relative ability to pay, and (d) relative costs of programs and activities. The criterion of manpower needs and job opportunities relates to the number of unfilled job openings and the impact of the program on local, state, national, and emerging job needs. Factors in the vocational education "needs" criterion consist of overall vocational education needs of people, needs of the disadvantaged, the handicapped, the unemployed youth, post-secondary education needs and in the impact of the program on these needs. The "ability-to-pay" criterion is measured by taxable wealth and available revenues per student, and location in economically depressed and high unemployment areas. Relative costs refers to factors in the local educational agencies' area which cause relatively high costs of construction, wages, equipment, and supplies, maintenance, transportation and other costs.

In placing Part B and Part G applications in priority order for funding (reimbursement) and determining level of funding, the State Board will give consideration to the criteria enumerated above and any other criteria established by the Board. When a local educational agency includes application for a Part G program in its overall application or submits a separate application, an additional priority factor will be applied. Part G applications from areas representative of high rates of school drop-outs and youth unemployment will be accorded first priority.

The Local Plan for Vocational Education

The new legislation does much to encourage. State and local agencies to improve continuously their efforts in meeting local, State and national manpower training needs in addition to meeting the individual vocational needs of their citizens. This is done through State three-fold plans. Whereas formerly a State Plan described the contemporary program only and no local plan was required, the new document is composed of three parts - (1) the administrative provisions, (2) the long-range program, and (3) the annual plan. Each school applying for funds is required to have a local plan for vocational education.

The Administrative Provisions. Each local agency shall describe in its local plan the proposed programs, services, and activities for which funds under the State Plan are being requested. The State Plan will describe the information required and the anticipated sources of information for this description, which takes the form of an application for reimbursement. Local agencies are required to develop their applications in consultation with the educational and training resources available in the area to be served. Much of the information in this publication may be used in preparing the local application, and much may be furnished as a result of the State Board's coordinated efforts with ~~other~~ State agencies such as the State Employment Service, the Office of Economic Opportunity, and the State Rehabilitation Service. There must also be a justification of the amount of Federal and State funds requested and information on the amounts and sources of other funds available. The application also includes other information required by the State Board in determining whether the program, services, and activities proposed therein will meet all requirements of the Act, the regulations and the State Plan.

The procedure for processing local applications for vocational programs, services and activities is described in Part I, Sec. 3.22, of the State Plan.

The Long-Range Plan. The State Boards are required to make long-range program plans for vocational education in their States extending over a five-year period. This plan describes the present and projected vocational education needs of the potential students. In order to prepare such a plan,

²Ibid., p. 28.

data must be obtained from local educational agencies to make long-range plans.

The Annual Plan. State Boards are also required to prepare annual program plans which describe (a) nature of vocational education programs, services, and activities to be carried out during the year, (b) allocation of Federal and State funds to these programs, services and activities (c) how and to what extent such programs, services and activities will carry out the program objectives set forth in the long-range plan, (d) how and to what extent Federal funds allotted to the State will take into consideration the criteria concerning manpower and job opportunities and reasonable tax support, and (e) the extent to which consideration was given to the recommendations of the State Advisory Council in its most recent evaluation report. Again, the local educational agencies may be expected to participate in the annual plan responsibilities.

EVALUATION OF PROGRAMS

Programs must be evaluated on an annual basis. This should be done in a number of ways. Included among these ways are student follow-up report, discussed in volume one; checklist of overall criteria, see appendices.

CHAPTER II

ADVISORY COMMITTEE

A carefully selected representative advisory committee is most necessary in a Cooperative Training program and should be used by all coordinators. The advisory committee, if carefully selected and the meetings well planned can be of unlimited assistance to the coordinator in that it will give him a group of interested employers and employees to whom he can go for counsel and advice in the operation of the program. Each coordinator will want a general advisory committee which will function throughout the year to guide the entire program. In addition, he may organize a number of occupational (or craft) advisory committees to aid in the organization of instructional material for their specific occupations.

The Board of Education should be advised regarding the importance of the advisory committee, and if possible, the committee should be named before school opens.

Kinds of Advisory Committees

1. General Advisory Committee
2. Occupational Craft Committees

Purposes and Duties of General Advisory Committee

1. To advise and guide the coordinator in setting up, carrying out, and improving the program in Cooperative Training.
2. To help determine various occupations in which there is a definite need for training.
3. To assist in job placement selection of firms or employers.
4. To assist in selling the program, and in keeping it sold.
5. To approve content material for courses.
6. To assist in the selection, placement, and follow-up of trainees.
7. To determine objectives of each course in view of program policies.
8. To assist in obtaining the cooperation of labor, employers,

and the school.

9. To recommend necessary facilities, materials, and supplies.
10. To recommend personnel for occupational advisory committees.
11. To assist in maintaining high standards.

Organization

An advisory committee should be selected as soon as the coordinator has been in the community long enough to know which Key people should be included. As a general rule, it is difficult to set up an advisory committee during a coordinator's first year in a program.

Size of the Committee

The number of members on the committee will vary, but most will have from five to eight members. While there should be a cross-section of the types of occupations in the community represented, the committee should not become too large to be effective, and the members should be carefully selected according to their interests, abilities, and willingness to serve. The major areas of businesses should certainly be represented, including both large and small operations. Representatives from the various civic organizations or occupational groups concerned should probably also be considered. The coordinator needs to keep these points in mind in deciding how large the committee can be and still be effective. A small effective group to begin with is much better than a large, cumbersome one.

Selection of Members

1. Should contain both employers and employees, together with one or more representatives of the school system.

The following points should be considered in the selection of committee members:

1. Try to select some individuals who have employed cooperative students.
2. Select members who have a sincere interest and belief in the true objectives of the program.
3. Select members who are accepted as leaders in their fields and to whom others will listen.
4. Select members who are willing to take time to attend committee meetings and participate in community work. A community leader who holds many offices may not be the best choice.

Method of Appointment

By the city (or county) superintendent of schools after consultation with the local director of vocational education and/or coordinator and members of the board of education.

By the board of education on recommendation of the superintendent.

The coordinator should follow-up each invitation with a visit to explain briefly the purpose of the committee, but not in detail. Remind members of the first meeting.

Term of Membership

A regular system of replacing members is preferred. This allows the replacement of members who have shown no desire to participate or who cease to contribute. The rotating term also injects "new blood" with fresh enthusiastic ideas and educates an increasing number of people with respect to the cooperative education program. Members usually serve from one to three years. Provision should be made for staggered replacement, so that there are always experienced members serving. A new member should be appointed with the approval of the school administration. There is no reason why a member cannot be reappointed if he has proven to be a valuable contributor.

Organization Within the Committee

Chairman, elected by vote of the committee.

Secretary, coordinator or other member of the committee.

Meetings

There is no generally accepted policy concerning the number of meetings when there is business to discuss rather than having regular scheduled meetings is acceptable. Perhaps four meetings annually would be a minimum. The best way to maintain the continued interest and participation of members is to keep them actively engaged in working on problems.

A full and worthwhile agenda for every meeting should be planned, so that the members' time is never wasted.

The common courtesies and business procedures involved in the operation of any organization should be scrupulously observed at each meeting. Ample notice should be given for each meeting. It is good policy to send out the agenda in advance and to distribute copies of the minutes soon after the meeting.

CHAPTER III

YOUTH ORGANIZATIONS

Many cooperative vocational programs have, for a number of years, provided students enrolled in these programs with youth organizations that have become an integral part of their instructional programs. These organizations have provided opportunities for students to gain invaluable experience in group dynamics. These opportunities for personal development training would be very difficult to provide in other ways, if not impossible. Every cooperative program should provide organized youth activities for its members.

The general purposes of these organizations are as follows:

1. Provide opportunities for development of leadership through active participation in civic, social and occupational pursuits.
2. To create and nurture an appreciation for the dignity of work.
3. To foster high standards of workmanship, scholarship, and ethics.
4. To provide recreation and fraternal relationships among members.
5. To encourage cooperative effort among students.
6. To encourage broader educational experiences.
7. To promote a better school and community spirit.
8. To develop a loyalty to the principles of representative government and respect for democratic ideals.

EXISTING VOCATIONAL YOUTH ORGANIZATIONS

There are several youth organizations that were created for and are a part of specific vocational areas. The ones that will concern the teacher-coordinator most are:

1. FUTURE FARMERS OF AMERICA (FFA)

This is the oldest of the vocational education youth groups and it is oriented to agricultural occupations. Vocational agriculture students from ages 14 to 21 are eligible for membership in this association. The FFA is an integral part of the instructional program in vocational agriculture.

It was organized in 1928 in Kansas City, Missouri, and it is the national organization of, by and for students enrolled in vocational agriculture under the provisions of the National Vocational Education Act. The FFA Motto - "Learning to do; Doing to learn; Earning to live; Living to serve."

2. FUTURE HOMEMAKERS OF AMERICA (FHA)

Future Homemakers of American is the national organization of girls and boys studying home economics in junior and senior high schools of the United States, Puerto Rico and in American schools overseas;

As an integral part of the home economics program, FHA provides opportunities for students to have additional experiences in planning and carrying out activities related to homemaking.

The overall goal of the organization is to help individuals improve personal, family and community living.

PURPOSES

1. To promote the joys and satisfactions of homemaking.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To become aware of the multiple roles of men and women in today's society.
5. To improve national and international relations.
6. To provide opportunities for decision-making and for assuming responsibility.
7. To involve youth with adults in individual and group activities.
8. To develop interest in home economics, home economics careers, and related occupations.

3. FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

The Future Business Leaders of America is the national organization for all young adults in high school and postsecondary institutions enrolled in business programs.

Phi Beta Lambda is the national organization for all young adults in postsecondary institutions enrolled in business programs.

PURPOSES

The purposes of the Future Business Leaders of America and Phi Beta Lambda are to -

1. Develop competent, aggressive business leadership.
 2. Strengthen the confidence of young men and women in themselves and their work.
 3. Create more interest and understanding in the intelligent choice of business occupations.
 4. Encourage young men and women in the development of individual projects and in establishing themselves in business.
 5. Encourage young persons to improve the home and community.
 6. Participate in worthy undertakings for the improvement of business and the community.
 7. Develop character, prepare for useful citizenship, and foster patriotism.
 8. Participate in cooperative effort.
 9. Encourage and practice thrift.
 10. Encourage improvement in scholarship and promote school loyalty.
 11. Improve and establish standards for entrance into business occupations.
4. DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)

DECA identifies the Program of Youth Activity relating to DE-Distributive Education Clubs of America-and is designed to develop future leaders for marketing and distribution. The organization is non-profit, non-political, school centered and totally youth oriented. All Chapters are self-supporting, with members paying local, state and national dues. It is the only national youth organization operating in the nation's schools to attract young people to careers in marketing and distribution.

Distributive Education was first organized in 1937, but it was not until 1948 that various DECA chapters joined together and adopted the official name Distributive Education Clubs of America. At the time of this union, there were 17 charter states with a total membership of 793.

ITS PURPOSE AND OBJECTIVES

The purpose of DECA is to develop respect for education which will contribute to occupational competence, and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

DECA objectives include:

1. Assisting state associations in the growth and development of DECA.
 2. Providing awards and recognition for youths who demonstrate outstanding qualities in sales promotion, display, salesmanship, employee-employer relationships, advertising and good citizenship.
 3. Encouraging students to participate in an organized school activity (DECA) thus giving them an opportunity to develop responsibilities of citizenship.
 4. Giving members a chance to learn and serve as both leaders and followers, and offer the opportunity for state and national recognition that they might not have otherwise.
 5. Maintaining DECA chapter activities as school-centered, thus contributing to the school's purpose of preparing well-adjusted, employable citizens.
 6. Working with business interests to upgrade student employment with interested firms.
5. VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

The Vocational Industrial Clubs of America is the national youth organization serving trade, industrial, technical and health occupations students with leadership, citizenship and character development programs and activities.

Members in high school and post-secondary programs join VICA clubs for civic, educational, professional and social activities which develop social and leadership abilities. A student participates for personal development.

VICA programs emphasize respect for the dignity of work, high standards in trade ethics, workmanship, scholarship and safety.

VICA activities are supervised by the industrial education teacher and administered by school officials.

THE CONCEPT BEHIND VICA

VICA strives to develop the "whole student" --his social and leadership abilities as well as his skills--and prepare him for a responsible role in the community and in the labor market. Youths need opportunities, available to them through VICA, to develop motivation, respect for their capabilities, an understanding of their roles in the industrial community, an awareness of their roles as citizens and an opportunity to develop their leadership abilities.

ORGANIZING YOUTH GROUPS

The responsibility of getting a youth group organized and functioning properly, in many instances, is the responsibility of the teacher-coordinator. If and when this task becomes his, the teacher-coordinator must be prepared to do the job. Listed below are several procedures that have been used successfully by youth group sponsors:

1. Become thoroughly familiar with all phases of the organization. This may be done by procuring official manuals and guides and by requesting assistance from a particular state youth leader.
2. Introduce, describe and discuss the youth program with all prospective members. This could be done during several class periods.
3. Discuss the values of youth group organization with all prospective members.
4. After the election of officers, the president should appoint all committees deemed necessary by the group. A constitution committee should start working as soon as it has been appointed.
5. Try to get every member to work on some committee or with some activity going on in the group.
6. Work with the members and plan a program of work for a semester, preferably for a year.
7. Be consistent in holding well-planned meetings.
8. Constantly strive, with members, to improve the organization.

POSSIBLE OUTCOMES FROM PARTICIPATION IN YOUTH GROUPS

Well-organized and well-functioning organizations tend to produce certain desired outcomes. Some of these are listed below:

1. Development of leadership among students.
2. Establishment of common interests among students.
3. Prepares student for civic life.
4. Builds character.
5. Development of togetherness.
6. Development of proper attitudes.
7. Development of self-confidence.
8. Recognition and rewards for high achievement.
9. Provides wholesome competition.
10. Development of cooperation and dependability.

CHAPTER IV

ADULT EDUCATION

The adult program in Cooperative Education offers instruction to out-of-school youth and adults already employed or preparing for distributive occupations.

"Education for occupational competency is a lifelong process that starts when one acquires his first basic skills and concepts and ends when he leaves his last job. Much of the competency for occupational life is acquired outside the formal educational program, but for many individuals there is need for organized vocational education at successive stages ... Educating persons in the labor market - youth and adults - to help them meet changes in their present jobs or prepare for new jobs is thus an important phase of the total program of vocational education."¹

I. Identifying A Need For The Program

Before a program of adult education in Cooperative Education or any other field can be started the need for both program and content must be identified.

The educational needs of adults cannot be identified once and for all time. While some learning needs are basic and remain relatively stable given age groups, others change greatly according to economic conditions and other worldly reasons. Therefore, building a program is a continuous job.

Sound program building, then requires the continuous identification of adults' educational needs and interests. However, there is always the danger of making mistakes in identifying educational needs and interests. Needs that may seem obvious to a professional educator or to a social worker may not seem real to the adults in the neighborhood.

Skill in bringing adults into the process of identifying their educational needs and interests is an earmark of outstanding adult educators.

Probably the easiest way for adult educators to find out what adults

¹Education for a Changing World of Work, Report of the Panel of consultants on Vocational Education, U.S. Department of Health, Education & Welfare, 1963.

want to learn is to be alert to their individual request for courses. Careful educators keep cumulative lists of all inquires and encourage the inquirers to interest enough others to warrant starting the courses.

Request from businesses and community groups provide an excellent way of identifying adults' educational needs. Programs built upon such requests are ordinarily much larger than those catering merely to the expressed or implicit needs of individuals. Group requests by telephone, mail, or personal call are often based on considerable exploration and definition of adult interests. Usually they offer a ready-made group with definite motivation to participate in an educational activity designed to meet the request. This procedure saves the energy otherwise needed to form a group of people with allied interests. The requesting organization is often willing to help define needs further, advise on content, find readers, and assume other cosponsoring responsibilities.²

Another obvious way of finding out what adults want and need to learn is to ask them. There are several ways of doing this; However, results are sometimes disappointing. This can be done by the use of surveys, questionnaires, check lists, and direct inquires.

In program planning there is also a great need for studying systematic information about the community. This information may be obtained from census reports and many other sources. Some of the major items that adult educators should view include:

1. Educational levels of the potential public.
2. Ages
3. Family circumstances
4. Occupational Breakdown
5. Cultural Background
6. Socioeconomic Background
7. Geographic Location³

²Kempfer, Homer H., Adult Education, New York: McGraw Hill, 1955. p. 64.

³Ibid., p. 70-71.

Advisory Committees

The use of advisory committees both general and specialized is a very strong way of identifying needs for adult education. These people are in a position to both suggest needs and be familiar with specific groups and numbers of people to participate in programs.

II. The Administration Of Adult Education

As a criteria for being an administrator of an adult education program, there are a number of general requirements and concern that are a must. Among these are:

1. Demonstrated concern for Improved Quality of Living in the Community.⁴

The adult education administrator must be actively involved by choice in the adult affairs of the community. He must have a real desire to see improvement in the community. He must have a close working relationship with adult groups of the community.

2. Voluntary Service Beyond Requirements of Employment.⁵

The community service and participation of the adult learner is often more a labor of love than a financially profitable enterprise. There are often long hours of work required to get a program off the ground and help it to be a success.

General Functions of the Administrator

PLANNING OF PROGRAM

- A. Planning elements of the program (developing, selecting and scheduling).
- B. Organization of new activities (including experimental developments).
- C. Meetings with advisory groups and interviewing key people in the economic, political, and educational structure of the community.

⁴Thatcher, John H. Public School Adult Education: A Guide for Administrators, National Association of Public School Administrators, 1963, p. 21.

⁵Ibid., p. 21.

D. Fact finding and community needs surveys.

PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

A. Preparation of newspaper and radio publicity.

B. Preparation and distribution of printed and mimeographed announcements.

C. Arranging for promotional radio and television programs.

D. Personal talks before local groups.

E. Appearances on radio and television programs.

F. Acting as discussion leader, moderator, etc. for other organization.

G. Preparation and display of exhibits.

H. Planning public meetings or "open house" affairs.

I. Interrelation of adult education program to public school staff.

RECRUITMENT AND CERTIFICATION OF STAFF

A. Search for qualified staff.

B. Interviewing perspective instructors.

C. Procuring teaching certificates.

GENERAL ADMISSION

A. Financial Matters.

B. Supplies and equipment.

C. Office Management.

D. Routine operations.

E. Special and Miscellaneous Activities.

F. Participation in local school system staff meetings.

TRAINING AND SUPERVISION OF PROFESSIONAL STAFF

- A. Group in-service training sessions.
- B. Individual conferences with instructors.
- C. Preparation and review of training bulletins and materials.

COORDINATION AND COOPERATION WITH OUTSIDE AGENCIES

- A. Consultant services in connection with adult education projects of other community organization.
- B. Developing cooperative projects with other agencies.
- C. Arranging special aspects of the public school adult program which require the cooperation of other agencies (e.g., Americanization, program for the aging.)

EVALUATION OF PROGRAM

- A. Review and analysis of periodic reports.
- B. Conferring with participants.
- C. Survey and analysis of dropouts.
- D. Periodic review of program.
- E. Continuous studies of need (survey etc.)

PROFESSIONAL GROWTH

- A. Attendance at state and national conferences.
- B. Attendance and participation in workshop.
- C. Reading professional materials.
- D. Authorship.⁶

III. Advisory Committees

The popularity of advisory committees in adult education can be explained in a number of ways. They are popular with administrators of adult education because:

⁶Ibid., p. 31-32

1. They provide advice not easily obtainable elsewhere.
2. They have important public relations potential.
3. They offer external support for policies.

Advisory committees are popular with labor and management because of the opportunity afforded to public officials before action is taken. They are approved by the public at large because of added assurance that the public's interests are protected.⁷

Functions of the Advisory Committee in Adult Education

1. Instructor Recommendation.

The committee can recommend to the administrator, individuals who can serve as leaders or instructors in the adult education field.

2. Equipment Selection.

Often lay persons who have had experience in the subject area are better able to recommend the purchase of proper equipment, or assist in its acquisition.

3. Curriculum Materials.

Recommendations can be made by the committee on the most up-to-date materials that are needed in many areas.

4. Supplementary Information.

Generally speaking committee members have an excellent overall view of the specific area of educational endeavor. Therefore, they are able to suggest supplementary information booklets, and other materials to be used in many cases of study.

5. Bibliographies and Surveys.

Advisory councils have been used to make necessary community surveys or compile bibliographies of materials on adult education.

⁷Organization and Effective Use of Advisory Committees, Trade and Industrial Education, U.S. Department of Health, Education, and Welfare OE84009, p. 2.

6. Promotion.

There is need for promotion of cooperation between the home, business industry, civic groups and school. The best possible promotion any program can have is from those people who act as lay advisors.

7. New Programs.

To be most effective the advisory committee should expect to be consulted on the formation of new programs.⁸

IV. Curriculum

The development of a modern and dynamic curriculum is the greatest single challenge facing the administrator of an adult education program. It is also a matter of direct and indirect concern to all the adults, since opportunities for lifelong learning are a vital part of the fabric of living in a modern community.

The success of a community adult education program will, to a large degree, depend upon the knowledge and skill of the administrator in curriculum development. Considerable frustration and failure can be avoided by careful planned approach and be the utilization of accumulated knowledge.⁹

Essentials of Planning

The experience of many directors working over a long period of time in curriculum development indicates that program planning is:

1. A Group Job

The minds and energies of many people who are in intimate contact with the interest, needs, and resources of the community will turn out a better cooperative product than the individual director could possibly provide by working alone.

2. A Long-term Job

Enthusiasm for a program often impels proponents to push

⁸Thatcher, John H., Public School Adult Education. A Guide for Administrator, National Association of Public School Administrators, 1956, p. 163.

⁹Ibid., p. 58.

for immediate action. Every class or service that is hurriedly started and folds up quickly many hurt the long term continuance of the total program.

3. A Dynamic Process

Continued evaluation and reappraisal of the program are essential. It is true here as elsewhere, nothing is as permanent as change. Any program that fails to adjust to people soon becomes stereotyped and unpopular.

4. A Complex of Details

Good program planning provides the proper instructional equipment, adequate meeting place arrangements most conducive to adult learning, a friendly social setting that will cultivate the exchange of ideas and guidance opportunities that will help direct the learners into the right opportunities. Adult learning is much more than a good pupil-teacher relationship. It involves good interpersonal relationships between members of the group and the entire program. Furthermore, a favorable attitude of individuals, groups and organizations within the community helps to build a needed climate for a successful adult education program.¹⁰

V. Instructional Methods

One of the objectives of supervision in adult education is to improve the quality and effectiveness of classroom teaching. It is based on the idea that no teacher is perfect and that good teachers desire to become better teachers. Since adult classes are attended on a voluntary basis, the highest quality of teaching is essential to maintain a good program.

There are many types of instructional methods that can be employed to present the field of distribution to adults.

Types of meetings¹¹

1. Institutes
2. Workshops
3. Seminar
4. Formal Class
5. Informal Discussion
6. Short Course
7. Lecture Series

¹⁰Ibid., p. 59.

¹¹Morgan, Homes & Bundy, Methods in Adult Education, Interstate printers and Publishers., 1960, p. 50.

Methods Within Meetings¹²

1. Formal or stage presentations. All communication is in one direction
 - a. Lecture or speech
 - b. Symposium
 - c. Panel discussion
 - d. Colloquy
2. Discussion techniques
 - a. Open discussion
 - b. Co-leaders in group discussion
 - c. Buzz sessions
 - d. Leadership teams
 1. discussion leader
 2. process observer
 3. recorder
 4. resource person
 - e. Listening teams
 - f. Role playing
 - g. Dramatic skit
 - h. Symposium forum
 - i. Lecture forum
 - j. Panel forum
3. Demonstration and Laboratory
 - a. Method demonstration
 - b. Result demonstration
 - c. Laboratory procedure
4. Field trips and tours
5. Audio-visuals
 - a. Chalkboards
 - b. Bulletin boards
 - c. Charts and graphs
 - d. Flannelboards
 - e. Motion pictures
 - f. Slides
 - g. Filmstrips
 - h. Record player
 - i. Tape recorders
 - j. Television
 - k. Overhead projector

¹²Ibid., p. 51.

Value of Audio-Visual Aids

A Great deal of research has been done on the value of audio-visual aids. The results of this research prove conclusively that they are a decided help in learning when they are chosen wisely, and used properly. These are some of the ways that audio-visual aids may be of value in learning.

1. They help to give correct first impressions.
2. They stimulate interest.
3. They promote better understanding.
4. They supplement other sources of learning.
5. They add variety to teaching methods.
6. They make for economy of time.
7. They promote intellectual curiosity.
8. They tend to reduce verbalism or the repetition of words without knowing their meanings.
9. They can give new concepts of things outside of the range of ordinary experience.

VI. Financing the Program

Money for Cooperative Education Programs for adults in schools comes from a number of sources. It depends entirely upon the situation such as who is teaching the class, where the class is being held, where the equipment and supplies being used are obtained, and who is attending the class.

EXAMPLES

INSTRUCTORS

School full-time and part-time instructors are paid for with school funds, which are made available from state and federal moneys that came through regular state channels. These instructors must be used for teaching courses that are taken for credit. They may also teach non-credit courses in addition.

Outside part-time instructors can be paid from a number of sources. These include: fees collected from class members in the non-credit courses, special federal vocational funds, and industry. Industry can either pay for the instructor or actually furnish him.

FACILITIES

There are a number of possible sources of facilities. These locations include conference rooms in banks, motels, and stores. Usually there is no charge involved. However, when there is a cost, it is paid for by either the company sponsoring the class or by fees collected from the membership.

EQUIPMENT AND SUPPLIES

Most equipment is usually furnished by the Department providing the training. Supplies can be obtained from one or more of the following sources: The Department providing the training, bought with fees collected, or bought with money furnished by industry.

VII. Facilities and Equipment

Most of the facilities and equipment are furnished by the school sponsoring the training.

Specific facilities and equipment will vary with the needs of the class offering.

Among the facilities usually needed are:

1. Lecture rooms.
2. Labs.
3. Offices.
4. Workroom and Storage
5. Adequate Parking Space with good lighting.

Equipment Needed includes:

Full line of audio-visual equipment.

VIII. Discovering and Selecting Instructors

The quality and effectiveness of an adult education program depend upon the leadership of its teachers. Teachers can make or break a program. The task, of discovering and selecting competent leadership is one of the biggest that faces the adult education administrator.¹²

Characteristics of Good Instructors of Adults

The variety of backgrounds and experience of the persons enrolled in every class for adults makes it necessary for the teachers to have broader backgrounds of experience than are usually needed by teachers of regular daytime classes. In addition to their backgrounds of experience the teachers must also be skilled in using instructional techniques that have proven successful with adults. Teachers who have the required background of experience and the instructional skills and can meet the following requirements generally conduct classes that are successful and have strong holding power.

¹²Thatcher, John H., Public School Adult Education. A Guide for Administrators, National Association of Public School Administrators, 1956, p. 81.

1. An understanding attitude toward their students. Leadership, tact, and patience are of great importance.
2. Mastery of their subjects - to this should be added breath of knowledge and experience in related fields. Practical application is an important factor when working with adults.
3. Ability to interest a group so students with a wide range in age, capacity, education and experience. Teachers of adults must continually adjust subject matter and instruction to meet those differences in their classes.
4. Physical Stamina to stand the strain of teaching one or two evenings a week in addition to a daily program, and of making the necessary preparation for teaching. Most instructors have already completed a day's work before beginning the evening School assignment.
5. A broad concept of the whole adult education program and its relation to the community.

Sources of Instructors

1. Regular full-time faculty.
2. Part-time faculty if any.
3. Lay specialist that are qualified to teach non-credit courses.
4. Faculty from other institutions.

Some techniques for Discovering Instructors

1. By application
2. By suggestion
3. By recommendation
4. By personal inquiry
5. By observation and encouragement
6. Continuous survey of community resources.¹³

¹³Ibid., p. 89-90

Selecting Instructors

This is a very important step and is the responsibility of the director to have the final say after receiving recommendations and checking qualifications. He must look at experience, teaching ability, knowledge of subject matter and may necessary certification. He can select through a formal process of application, interview, written statements, etc. or he can use a fairly informal system of varying type.

IX. COUNSELING WITH STUDENTS

Counseling with students is one of the most necessary and most time consuming jobs that any adult education administrator must perform. This is truly an everyday activity, especially in the fields of vocational education. The counseling of students covers the usual main topics that confront adult education counselors in general, such as:

1. Available programs for adult students
2. Requirements for entering such programs
3. Requirements for completion
4. Possible results or accomplishments and possible values of such results.¹⁴

The Adult Ed. programs like many others is often involved in the following additional activities:

1. Keeping student records on course work.
2. Scheduling courses in both credit and non-credit programs.
3. Discussing additional educational opportunities with students.
4. Discussing vocational problems and objectives with students.
5. Helping to place students on-the-job both full-time and part-time.
6. Making student on-the-job coordination visits to become familiar with student's employment demands and to discuss student's progress with supervisor.

Basic Principles

Anyone giving adults counsel concerning educational matters should be aware of the following evident characteristics of adult students:

1. The adult is a voluntary student.
2. He is almost certain to be a part-time student.
3. He frequently has heavy job, home, church and community responsibilities.
4. Often he has been away from school for some time.
5. If he is in his late twenties or beyond, he is likely to feel somewhat embarrassed when he first returns to an adult school.
6. He may have a bad or good school record which may or may not

¹⁴Thatcher, John H., Public School Adult Education. A Guide For Administrators, National Association of Public School Administrators, 1963, p. 118.

give an insight into his present abilities, but it is a sure bet that his record looms large in the mind of the adult when he "starts again."

7. Even when the adult makes light of what he is doing, the educator can be sure that the student really believes he has made a most serious decision.
8. No matter what course an adult may take, it is safe to assume that he believes it will fit into a specific part of his daily living; education to him is a very practical pursuit.
9. He is likely to differ widely in age, job, other experiences, motivation for study, and goals from other students in the group with which he is placed.
10. He is likely to take the information and counsel he receives for more seriously than young students in regular school programs.
11. He expects the answers he gets to be correct and to work. When they do not, he may quickly become indifferent or strong by critical and "drop the whole mess."

X. PUBLIC RELATIONS, PROMOTION, AND PUBLICITY

Adequate public relations, promotion, and publicity are vitally important in building a successful program of adult education. Most influences which ensure participation of children and youth in educational activities do not operate with adults. Compulsory attendance laws, attendance officers, and custom ensure the enrollment of practically all children of school age. Requirements for entrance to specific types of work and other socioeconomic pressures carry most youth through high school and a smaller number through college.

In contrast to the widespread belief in free education for children and youth, there is not general sentiment in favor of adult education. A negative feeling is more likely to be found, particularly among the educationally underprivileged and among those who live in isolated regions. In some communities a majority of adults of low educational background may be timid and hesitant about enrolling in educational activities because they are ashamed to admit their deficiencies. These circumstances call for a particularly sensitive and skillful kind of promotion.

At any given time only a minority of adults feel a strong need for education and even fewer feel the need keenly enough to spend any considerable amount of energy hunting for it. Others who want education fail to find the kind they want, either because they are inept at looking for it or because it is unavailable. Inevitably, too, vocational and family responsibilities and many other interests are competing for attention. If an adult program is to thrive in competition with these interests, it must be promoted. New programs with good leadership may fail to materialize or may struggle along weakly because of ineffective and insufficient promotion. Established programs may coast along previous reputations for a while with minimum publicity,

but if new programs or expanded features of old programs are to succeed, the public must be made aware of them.¹⁵

There are a number of excellent methods of promoting a total adult education program, one area of the total program and a single course within the area.

Promotion must be a continuous process. The adult administrator has a large number of methods at his disposal.

PROMOTIONAL METHODS

1. Face-to-face oral communication
 - a. To individuals
 - b. To groups such as civic clubs, association meetings, school meetings.
2. Mass Media
 - a. News papers to promote programs and to give a summary of the results at the conclusion of the program.
 - b. Bullentins and pamphlets. Every program should have promotion material for distribution, outlining program areas and courses. These can be handed out at meeting and posted for pickup distribution at the meeting place and other areas.
 - c. Radio and Television offer important opportunities for promoting adult education. The public service responsibilities of commercial stations make them receptive to cooperation with public adult-education agencies. The stations will usually make spot announcements and often cut tapes.
3. Direct Mail
 - a. The mailing of letters, bulletins, and pamphlets to groups, business firms, and individuals is effective both as a promoter and a reminder.
4. Promotion by Advisory Committees
 - a. This is one of the important functions of advisory committees. If they help plan the program and are behind it, they are usually willing and able to help promote it.
5. Promotions Within The Institution
 - a. The key technique here is to sell the administration on the program, so that they can help to promote it also.
 - b. Use students as promotional agents.

XI. EVALUATION

Evaluation is one of the most difficult and one of the most important tasks facing the director of and adult education program. Any attempt to assess the results is difficult enough, but evaluation of a complex

¹⁵ Kempher, Homer H., Adult Ed., New York: McGraw Hill, 1955, p. 339.

program of lifelong learning is several times more difficult and, therefore, frequently neglected. Yet, constant evaluation of the total program is necessary if it is to experience continuous and secure growth.¹⁶

Although evaluation comes last in the sequence of steps that constitute the thinking and educative process-definition of the problem, data gathering, analysis, decision, action, and evaluation-it should not be looked upon as a final event. Instead, evaluation should permeate the entire program of adult education and function as an integral part of the total educative process. It should never be omitted. Ideally, evaluation is a continuous process, but specific data-collecting and appraisal points occur. Results at every stage, from changes in an individual to the progress of the entire program, should be evaluated. The plan for evaluation should provide for appraisal of the total program and of each important element in it.

METHODS OF EVALUATION

1. Have students fill out a questionnaire evaluation sheet at the end of each class.
2. Survey employment results of those who have completed classes or have graduated.
3. Interview and hold conferences with individual students.

Although all phases of the program need to be evaluated most emphasis is usually put on final outcomes or end results and promotional activities.

Evaluation of Promotional Activities.

By keeping a promotional calendar, a clipping file or a scrapbook, in addition to other simple records, a director can systematically accumulate the data basic to appraisal of his promotional activities. Thoughtful answers to such questions as these will begin to indicate wherein promotion may be improved:¹⁷

1. Are promotional activities an integral part of a larger program designed to involve people in lifelong learning?
2. To what extent are promotional activities well planned?
 - a. Is promotion continuous and systematic?
 - b. Is a promotion calendar used to ensure proper sequence and timing?
3. Is promotion sufficiently intensive?
 - a. Are enough well-chosen modern media of communication used?
 - b. Is coverage of the desired population adequate?
 - c. Are sufficient personal and group contacts maintained?
 - d. Is the school staff thoroughly acquainted with available

¹⁶Kempher, Homer H., Adult Education, New York:, McGraw Hill, 1955, p. 399.

¹⁷Ibid., p. 360.

adult education activities?

Results Expected from Promotion

1. To make the community aware of opportunities for adult learning.
2. To convince the public of the merit of the program.
3. To make the promotion economical.¹⁸

Evaluation can be of real value to the director if it is studies and put to good use. However, if it is done just as the proper thing to do and the results are quickly filed away, it will be of little value.

¹⁸Ibid., p. 360-361.

CHAPTER V

FEDERAL AND STATE LAWS

Cooperative vocational education programs must be operated in conformity with federal, state, and local laws and regulations. Teacher-coordinators must thoroughly understand all laws and regulations that pertain to the employment of minors. They should know the source of information on all legal matters and should maintain a complete file of publications that includes these laws and their interpretations.

Teacher-coordinators should be aware of the procedures and requirements that apply to cooperative vocational education programs supported with federal funds under the provisions of the Vocational Education Amendments of 1968, "Part G - Cooperative Vocational Education." The conditions under which local school districts may secure financial support are discussed in the West Virginia State Plan for Vocational Education (see Appendix C).

Federal and state laws pertinent to cooperative vocational education are complex in nature. They govern age requirements, work permits and permits to employ, minimum wage laws, regulations governing hours of work, compulsory school attendance, working conditions, and social security. Three federal statutes--the Walsh-Healey Public Contracts Act, the Fair Labor Standards Act, and the Sugar Act of 1948--are designed to protect working minors wherever both state and federal laws apply to the employment--the law setting the higher standard must be observed. In addition to possessing complete and current information on legal matters, the teacher-coordinator should assume the responsibility for passing along such information to employers, making certain that they have the information needed for an understanding of their legal obligations toward their employees.

More complete information concerning such laws and regulations appear in the following reference:

Child-Labor Provisions of the Fair Labor Standards Act.
Questions and answers on child labor, information about age certificates, and analysis of hazardous occupations orders.

Cooperative vocational education teacher-coordinators should maintain contact with local or area representatives of the Department of Labor. When questions arise concerning federal labor legislation, school authorities should seek the advice of the representative of the nearest U. S. Department of Labor Office.

Inquiries about the Fair Labor Standards Act and other legislation will be answered by mail, telephone, or personal interview at any regional or field office of the Wage and Hour and Public Contracts Division of the U. S. Department of Labor. These offices also supply publications free of charge.

<u>State</u>	<u>Regional Office</u>	<u>Field Offices</u>
West Virginia	Nashville, Tenn.	Room 4412, Federal Bldg. 500 Quarrier Street Charleston, W. Va. 25301 Phone: 343-6181, Ext. 348 3rd Floor, Schroath Bldg. 229 Washington Ave. Clarksburg, W. Va. 26301 Phone: 623-3461, Ext. 311

LEGAL ASPECTS OF THE COOPERATIVE PROGRAM

1. Minimum Age

A student-learner must be at least 16 years of age in order to participate in the program.

2. Social Security

A student-learner will be subject to social security withholding. Therefore, the student should secure a social security number well in advance of employment. It is recommended that coordinators check this very carefully when screening students in their junior year. Each student should be required to obtain an application (Exhibit 1) for a social security card, fill out the card properly, and return to:

Social Security Administration
District Office
1206 Quarrier Street
Charleston, W. Va. 25301

Obtaining the social security card will assure smoother operation when the student actually begins on-the-job training.

3. Federal Regulations

- a. Minimum Wage--A student employed in a business which is regulated by the Fair Labor Standards Act must be paid the minimum wage of \$1.60 an hour. However, if the employer files for and receives a certificate to employ a student-learner, the student may be

paid 75 percent of the minimum wage, or \$1.20 an hour. Form WH-205 (Exhibit 2) is used to file for this certificate. Maximum learner period must be observed as described below.

- b. Maximum Hours--If a student employed in a business covered by the Fair Labor Standards Act is paid sub-minimum wages (not less than 75 percent of minimum wage), the length of the learner period cannot exceed the length of one school term, nor can it be extended beyond the date of graduation. The number of hours of work plus classroom instruction shall not exceed 40 hours in a week when the student is paid sub-minimum wages. However, when school is not in session, the student-learner may work a number of hours in addition to the weekly hours of employment training specified in the certificate, provided that the total hours per week exceed forty. A notation must be made on the employee's records that school was not in session during this period. In order to work 40 hours per week during vacation periods, this must be written on the application at the time of filing.

Some important points to remember concerning student-learner certificates are:

- a. No certificates are issued retroactively. The certificate authorizing the employment of a student-learner at less than statutory minimum wage is effective from the date that such application is postmarked and sent to the Wage and Hour Division.
- b. The training program must be a bona fide vocational training program.
- c. Student-learner employees shall not displace a regular employee.
- d. The sub-minimum wages shall not depress wage rates established for other experienced workers.
- e. Adequate employment records must be kept (see discussion below).
- f. It is recommended that student-learners be placed on a progressive wage scale.

4. Employment Records to be Kept

Section 520.7 of Title 29, of the Code of Federal Regulations states that:

"In addition to any other records required under the recordkeeping regulations, the employer shall keep the following records specifically relating to student-learners employed at sub-minimum wage rates:

- a. Any worker employed as a student-learner shall be identified as such on the payroll records, with student-learner's occupation and rate of pay being shown.
- b. The employer's copy of the application which is serving as a temporary authorization under section 520.6 (c) (2), must be available at all times for inspection for a period of three years from the last date of employment of the student-learner.
- c. Notations should be made in the employer's records when additional hours are worked by reason of school not being in session as provided in sections 520.6 (d) (2) and (3)."

5. Sources of Information

- a. The United States Department of Labor issues a publication entitled Employment of Student-Learners, Title 29, Part 520, which gives all rules concerning the student-learner. This pamphlet may be obtained by writing the:

United States Department of Labor
Wage and Hour and Public Contracts Division
Room 4412, Federal Building
500 Quarrier Street
Charleston, West Virginia 25301

- b. The form (Exhibit 2) that authorizes the pay at sub-minimum wage to a student-learner must be mailed for approval to:

Pat Meloan
United States Court House
801 Broad
Nashville, Tenn. 37203

6. West Virginia Regulations

All minors between 16 and 18 years of age, employed in any gainful occupation, are required to have a work permit. Minors 16 years of age or over need only present a promise of employment and a birth certificate to obtain the permit.

7. Information for Obtaining a Work Permit

- a. Work permits are issued by the County Superintendent of Schools where minor resides or by some person authorized by him in writing.

- b. Forms are prepared and furnished by:

The Commissioner of Labor
State Capitol Building
Charleston, West Virginia 25305

- c. The minor must appear in person before the Issuing Officer to obtain a work permit.

8. Applying for Work Permit

One copy of the Application for Employment Certificate (Exhibit 3) will be completed when minor applies for a work permit and kept in Issuing Officer's files. A new one is required for each change in job and place of employment. A form is mailed to the employer by the Issuing Officer to inform the employer that the work permit has been issued.

- a. Intention to Employ--Minor will have this section completed and signed first. The extra line under the hours section is for reporting variations in scheduled hours of employment.
- b. Parent's Consent--After Intention to Employ has been completed, minor will have parent or guardian to complete this section.
- c. School Record--Student trainee will ask the principal or teacher-coordinator to complete this section. No trainee is required to have a physical examination who works in an office and is enrolled in a Vocational Office Training program. Students enrolled in other vocational programs may be required to apply for a health certificate or to take a physical examination.
- d. Proof of Age--The birth certificate is used for proof of age to obtain the work permit. If the student does not have a birth certificate, the Issuing Officer may accept a Baptismal record that shows minor's date of birth and place of baptism; a bona fide family Bible record of the date and place of minor's birth; documentary evidence approved by the State Commissioner of Labor such as a passport or a life insurance policy at least one year old.

MINIMUM WAGE AND MAXIMUM HOURS
STANDARDS FOR EMPLOYEES

Excerpt from Chapter 21, Article 5C,
code of West Virginia

9. Definition

"Employer" includes the State of West Virginia, its agencies, departments, and all its political subdivisions, any individual, partnership, association, public or private corporation, or any person or group of persons acting directly or indirectly in the interest of any employer in relation to an employee, and who employs during any calendar week, six or more employees as herein defined in any one separate, distinct and permanent location or business establishment; Provided, that the term "employer" shall not include any individual, partnership, association, corporation, person or group of persons or similar unit if eighty per cent of the persons employed by him are subject to any federal act relating to minimum wage, maximum hours, and overtime compensation.

10. Exemption

"Employee" includes any individual employed by an employer but shall not include any individual employed on a part-time basis and who is a student at any recognized school or college, less than 24 hours in a work-week.

11. Payment of Minimum Wages

On January one, one thousand nine hundred sixty-seven, and thereafter, every employer shall pay to each of his employees wages at a rate not less than one dollar an hour.

12. Maximum Hours

On and after January one, one thousand nine hundred sixty-seven, no employer shall employ any of his employees for a work-week longer than forty-eight hours, unless such employee receives compensation for his employment in excess of the hours above specified at a rate not less than one and one-half times the regular rate at which he is employed.

CHAPTER VI

PROVIDING FOR RESEARCH IN COOPERATIVE VOCATIONAL EDUCATION

Provisions for research activities in Part C of the 1968 Vocational Education Act apply to cooperative vocational education as a part of the total program. There are also special provisions for research in Part G of the Act that apply to programs supported by Part G funds. In general, the purposes of research are (1) evaluation, which leads to identification of problem areas in cooperative vocational education and justification for existing practices; and (2) organized change and the development of new methods and practices to achieve the desired outcomes. Whereas the 1968 legislation stated that cooperative vocational education should be extended to individuals who were not being served under the existing programs and expanded to include training for new and different occupational fields, it became obvious that research was needed to determine effective approaches in achieving these purposes. The impetus for getting research projects started in cooperative vocational education must come from personnel in the field who express the need for information available through research and who have ideas for program improvement.

Possible Areas of Investigation and Program Development¹

Participants at the National Conference on Research, held at Oklahoma State University. February 1969, suggested some critical areas for vocational education. These are listed below along with some specific areas related to cooperative vocational education.

1. The methodology of curriculum development
 - a. What occupations should be taught through cooperative education?
 - b. What competencies should be developed through related instruction? or clusters of competencies?
2. The formation of broad manpower policies
 - a. What percentage of training needs can be met through cooperative education?

¹A Guide for Cooperative Vocational Education, College of Education, Division of Vocational and Technical Education, University of Minnesota, Minneapolis, Minnesota, 1969, p. 112.

Research

1. Research is needed to improve effectiveness and efficiency of existing programs and to develop viable instruction for new occupations and additional groups of students.
2. Cooperative vocational education personnel must participate in identifying research needs and ideas for program improvement.
3. Part C of the 1968 Amendments provides for reimbursing States for research costs. Fifty per cent of the allotments to States are controlled by State boards and the remaining 50 per cent is disbursed by the U.S. Office of Education.
4. Research funds are available under Part G for research activities connected with cooperative vocational education programs funded under Part G.
5. Research coordination units in each State are available to advise local schools on research and development projects and to help in conducting project for improvement of programs.

- b. What are the obligations of business and industry to provide occupational training?
- c. How can labor organizations contribute to programs?
3. The relative efficiency of various organizational structures
 - a. What types of organizational structures are most effective for cooperative vocational education?
 - b. What are the advantages of grouping by occupational fields or by student characteristics?
4. Building curricula for the disadvantaged
 - a. What related instruction is needed by selected groups of disadvantaged students?
 - b. What patterns of curriculum organization are most effective for certain groups of disadvantaged students?
5. Teacher education processes
 - a. What kinds of occupational experience provide best preparation for teacher-coordinators?
 - b. What technical preparation is needed? professional courses?
6. Student selection procedures and devices
 - a. Who benefits from cooperative vocational education?
 - b. When is a student ready for on-the-job experiences?
7. The development of an information system which will keep practicing teachers up to date.
 - a. Production of individual study materials for specific occupations.
 - b. Dissemination of information on new and emerging occupations and relevant capabilities and competencies needed.

8. The indexing of staff and personnel throughout the State who are competent in research techniques
 - a. Identification of personnel who know cooperative vocational education and are qualified for research work.
 - b. To whom can teacher-coordinators go for assistance in research?
9. The extent of vocational education in the private sector
 - a. What industries or businesses are participating in cooperative vocational education?
 - b. What occupational competencies are being taught on the job?

These and other questions must be answered in the search for improved practices in cooperative vocational education. Research coordination units and professional research personnel in State agencies can provide services to facilitate research projects when practitioners make known their critical needs.

Sources of Research Funds²

U.S. Office of Education. Part C of the 1968 Vocational Education Amendments contains provisions for reimbursing the States for research in vocational education. It also authorizes the United States Commissioner of Education to make grants and contracts with institutions of higher education, public and private agencies and institutions. State boards, and local schools for fifty percent of the sums available to each State. These funds may be used for purposes such as the following:

1. Research
2. Training programs to familiarize practitioners with research findings and results of effective pilot and demonstration projects
3. Experimental, developmental and pilot programs
4. Demonstration and dissemination projects
5. Development of new vocational education curricula
6. Projects in the development of new careers and occupations
 - a. New careers in mental and physical health, crime prevention and correction, welfare, education, municipal services, child care and recreation

²Ibid., p. 114.

- b. Improved methods of involving public and private sectors in training
- c. Evaluation of programs for training, development and utilization of public service aides.

Local schools may apply for grants and contracts to conduct research for cooperative vocational education by submitting proposals to the U.S. Office of Education through their State boards.

State Boards for Vocational Education. The remaining 50 percent of the sums available to each State for research and training are set aside for distribution by State boards for vocational education and used for (1) costs of State research coordination units; (2) grants and contracts for projects recommended by the research coordination units and the State advisory councils. Local schools who wish to obtain this kind of research support should seek the advice and help of the State Research Coordination Unit. Priorities are likely to be given to projects which have implications for meeting the special vocational education needs of youths in economically depressed communities who are disadvantaged to the extent that they have not been able to succeed in or benefit from existing programs.

Additional funds are available through State boards for evaluation and program development as a part of ancillary services in Parts B and G of the Act. Research and evaluation activities connected with cooperative vocational education programs may be supported with Part G funds.

Formulating a Plan for Research in Cooperative Vocational Education³

It is essential that States and local schools participate in research activity designed to improve cooperative vocational education. Local Plans, as well as State Plans, should contain provisions for the research and development deemed necessary by teacher-coordinators and other cooperative program personnel. Schools which do not have adequately trained research personnel should utilize the services of State research coordination units in formulating a plan for research, in the development of proposals, and in conducting projects. With research evidence teacher-coordinators have a sound basis for adopting unique methods, extending programs, and justifying expenditures.

SUMMARY

The 1968 Vocational Education Amendments make extensive provisions for maintaining and improving cooperative vocational education by

³Ibid., p. 115.

authorizing funds to be used for ancillary services. Before there can be any substantial growth in the number of students served and new kinds of programs developed, additional personnel must be identified and trained. More supervision and leadership are needed to direct the kinds of comprehensive programs that are envisioned. In-service personnel must be trained for new responsibilities and program improvements, as well as to keep their teaching up-to-date with rapid changes in the world of work. Curriculum materials must be developed and made more readily available to provide better related instruction for students. More research and evaluation are needed to give direction to program planning and improvement of practices. In order to give students better occupational preparation, and to extend cooperative vocational education to more individuals, local schools, State boards and other agencies involved in program development must give primary considerations to ancillary services.

APPENDICES

APPENDIX 1

END OF YEAR CHECKLIST

	<u>Underway</u>	<u>Completed</u>
1. Applicants for next year's enrollment interviewed, counseled and notified.	_____	_____
2. Cooperative experience placements tentatively established.	_____	_____
3. Project and field experience planned and cooperation of employers assured.	_____	_____
4. Occupational placement of this year's graduates confirmed.	_____	_____
5. Student records including participating experience records up-to-date.	_____	_____
6. Follow-up study of previous year's graduates conducted or planned.	_____	_____
7. Instructional and resource material returned to library, business, or other sources.	_____	_____
8. Films and instructional material for next year ordered.	_____	_____
9. Reports and other information on advisory committee up-to-date and on file.	_____	_____
10. Evaluation reports on staff completed and on file.	_____	_____
11. Evaluation reports on program completed and on file.	_____	_____
12. Departmental records current and completed.	_____	_____
13. Reports to institution's administration completed and returned.	_____	_____
14. Reports completed and returned to vocational director or state office.	_____	_____
15. Program of work, development, and research activities, prepared for next year.	_____	_____
16. Annual report prepared and disseminated to appropriate persons.	_____	_____

APPENDIX 2

CHECKLIST OF CRITERIA FOR RATING THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

Name of Teacher-Coordinator _____

Name of School _____

Total school enrollment at present _____

Present program enrollment: Male _____ Female _____ Total _____

Number of years the school has operated the program _____

INSTRUCTIONS FOR USE OF THE CHECKLIST

This checklist of criteria for rating a cooperative vocational education program consists of statements of provisions, conditions, or characteristics that are found in quality programs. Some may not be necessary, or even applicable, in every situation. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate sections. The statements should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluation.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

- 0 - Does not apply: The provisions or conditions are missing but do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and program's goals.
- 1 - Excellent: The provisions or conditions are extensive and are functioning excellently.
- 2 - Satisfactory: The provisions or conditions are moderately extensive and are functioning well.
- 3 - Needs improvement: The provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

Part I

ORGANIZATION OF THE PROGRAM

- () A clearly written statement of objectives has been developed for the program.

- () Objectives have been developed through the cooperative efforts of employers, educators, and students.
- () The school administrators and faculty members have been given a clear concept of the place of this program in the total educational system.
- () Standards for the operation of the program have been developed and accepted by those involved in the operation of the program.
- () The teacher-coordinator checks to see if practices meet standards which have been developed.
- () A clear cut assignment of functions and duties has been given to all persons concerned with the program.
- () An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.
- () The teacher-coordinator is allowed sufficient time for coordination activities.
- () Provision is made for a student club program.
- () School and training station schedules are developed to meet the needs of students in the program.
- () School credit is given for the occupational experience of students in training stations.
- () Clerical help is available to the teacher-coordinator.
- () A record keeping system has been designed to meet the needs of the program.
- () The records and reports are kept up to date and complete.
- () Funds are provided for the travel expenses of the teacher-coordinator, including meetings called by the West Virginia Department of Education.
- () Department of Education staff help in the continued development of the program.
- ()

Part II
STAFF MEMBERS

- () The teacher-coordinator meets the West Virginia State Plan for Vocational Education credential requirements.
- () The teacher-coordinator maintains membership in at least one local civic organization such as the chamber of commerce or a luncheon club.
- () The teacher-coordinator is considered a well-informed, professional teacher by the community.
- () The teacher-coordinator participates in conferences, workshops, inservice programs, professional organizations, and other activities contributing to professional growth.
- () The teacher-coordinator serves as advisor to the student club program.
- () The teacher-coordinator plans and carries out research resulting in the constant improvement of the program.
- () The teacher-coordinator is respected by the students and faculty.
- ()

Part III
SUPPORT OF THE SCHOOL

- () Vocational education is accepted and acknowledged as a desirable and essential function of the school.
- () The program is accepted as an integral part of the total school curriculum.
- () The school administrators take an active and interested part in the operation and evaluation of the program.
- () Teachers and other staff members cooperate with the teacher-coordinator in the operation of the program.
- () A budget is provided for the purchase of instructional materials and equipment.
- () Assignment of building space and facilities is sufficient to carry on the program.

- () School administrators check with employer representatives, faculty members, community groups and students relative to the effectiveness of the program.
- () The school administration and the teacher-coordinator use the services of the state department in evaluation and in improving the program.

()

Part IV

SELECTION AND GUIDANCE OF STUDENTS

- () Prospective students are given a clear understanding of the purposes and nature of the program before they are enrolled.
- () Experienced counselors help each student in determining his aptitude, interest, and ability to profit from the program.
- () The teacher-coordinator arranges for the collection of occupational information regarding occupations.
- () Minimum age, grade, and other standards have been developed and must be met by students before they enroll in the program.
- () Students may enroll in the program and also meet graduation requirements.
- () The teacher-coordinator determines the final selection of students who are recommended for the program.
- () The teacher-coordinator has a definite part in the performance of the guidance functions in the school.
- () A cumulative record is kept on each student.
- () Periodic individual conferences are held with each student concerning his general progress in the school.
- () Provision is made for parents to contact the teacher-coordinator when needed.
- () Definite provision is made for checking on each student's progress in school.
- () Former students are followed up to find how additional adjustments can be made in the program.
- ()

Part V

PLACEMENT OF STUDENTS IN TRAINING STATIONS

- () A written statement has been prepared outlining the criteria by which training stations are selected.
- () The teacher-coordinator contact employers and sets up training stations for all students in the class.
- () Employers provide training stations throughout the entire school year rather than for just seasonal employment.
- () Training agreements and training plans are drawn up by the employers, teacher-coordinators, and students.
- () Students who already have part-time jobs are admitted to the program after the training station is approved by the teacher-coordinator.
- () The teacher-coordinator checks conditions under which students work to see that they are in accordance with state child labor laws.
- () Students are regularly employed for a monetary wage at a rate comparable to that paid other employees for similar work.
- () Pay schedules provide for gradual increases throughout the training program.
- () Training stations may provide an opportunity for full-time employment after students complete school.
- () Instruction in how to apply for a job is given before students are referred to prospective employers.
- () Before students are considered permanent members of the program, they must be accepted for employment in a training station.
- () Training sponsors are appointed by employers for each student.
- () Students are rotated and given a variety of training station learning experiences.
- () Employers and training sponsors are informed of the progress made by students in their school work.
- () Training sponsors make periodical ratings and reports on each student's progress at the training station.

- () The teacher-coordinator assists training sponsors in evaluating the training station progress of students.
- () The teacher-coordinator develops new training stations continuously.
- ()

Part VI

COORDINATION AND PUBLIC RELATIONS

- () The teacher-coordinator plans his coordination time and develops a schedule which is followed to a reasonable extent.
- () Coordination time is used only for coordination purposes.
- () The teacher-coordinator observes all students at their training stations a minimum of once each month.
- () Coordination calls are made by the teacher-coordinator to the employers of students at least once a month.
- () Labor union regulations are followed in the placement and training of students.
- () The teacher-coordinator uses the information from coordination activities to help in adjusting problems that arise relative to the program.
- () Reports of coordination activities are kept.
- () The teacher-coordinator has publicized the program among various community organizations and educational groups.
- () The program is publicized periodically in community and school newspapers.
- () The teacher-coordinator has a mailing list of all interested persons who receive information on program activities and progress.
- () All students who are eligible enrollees are acquainted with the program.
- () Students appear before community groups and help in the development of public relations for the program.
- () The students sponsor joint employer-employee dinners and other such activities.
- () Parent groups have been acquainted with the program.

- () The teacher-coordinator is conscious of the value of publicity at all times and makes an effort to keep the school and community informed of the progress of the program.

()

Part VII

CURRICULUM ORGANIZATION AND INSTRUCTION

- () A related instruction class has been designed for students entering the program.
- () The instructional content is correlated whenever possible with the training station experiences of students.
- () The teacher-coordinator teaches the "control class."
- () The teacher-coordinator either teaches or helps plan other courses which are related to the student needs.
- () Follow-up studies of graduates are used to guide curriculum revision.
- () Provision is made for individual study in the "control class."
- () Standards of achievement demanded in the classroom are comparable with those of beginning workers.
- () Instruction is provided to each student related to his specific job and career objective.
- () Adequate records of student progress are available, and they are used in developing the instructional program.
- () Audio and visual aids are used whenever such techniques will make the activities more meaningful to students.
- () Opportunity is provided for field trips.
- () Students are encouraged to and do contribute instructional materials, information, and other aids.
- () The teacher-coordinator periodically evaluates the classroom instruction.
- () Students participate in the evaluation of their own achievement.
- () Resources of the community are used.
- ()

Part VIII

CLASSROOM FACILITIES AND LIBRARY

- () The classrooms are of sufficient size to meet instructional needs.
- () The classroom is equipped with proper equipment needed for the type of instruction being provided.
- () The room has adequate blackboard and bulletin board space.
- () Storage facilities are provided for materials and supplies.
- () Suitable office space is provided the teacher-coordinator for counseling purposes.
- () The room is equipped with book shelving and files.
- () All equipment is maintained in good working condition.
- () Textbooks are available for reference in the classroom covering the materials needed by each student.
- () A good system of cataloguing and filing for instructional materials has been developed and is used.
- () Instructional materials are constantly kept up to date.
- () Instructional materials used are continuously evaluated on the basis of student needs.
- ()

APPENDIX 3

West Virginia State Plan

for

Vocational Education

Part I, Section 9.0

"Cooperative Vocational Education Programs"

9.0 COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with Federal funds under Part G of the Act:

9.1 Procedure for Approval of Cooperative Vocational Education Programs

The local educational agency shall be responsible for the development and operation of cooperative programs and shall submit a project application to the State Board in accordance with the Local Educational Agency Guide, Section 5.22, which will include the following information:

9.11 Content of Application

- a. Description of project
- b. Duration of the project
- c. Purpose and plan of project
- d. Value to vocational education
- e. Qualifications of the personnel staff who will be responsible for the program or project. (See Section 1.33)
- f. Justification of the amount of grant or contract funds requested
- g. Financial arrangements--the portion of the cost to be borne by the applicant
- h. Participation of public and private employers
- i. Private nonprofit school students

Application shall also indicate:

- (a) the number of students enrolled in private nonprofit schools who are expected to participate
- (b) degree and manner of their expected participation, and
- (c) provision that the State Board or public local educational agency will maintain administrative

control and direction over the program.

9.12 Procedures for Review of Application

The State supervisory staff shall review and evaluate applications for grants and contracts in terms of each factors as:

- a. Impact on meeting vocational needs of disadvantaged and handicapped persons as identified in Sections 3.12 and 3.13 of the State Plan
- b. Impact on reducing school dropouts and youth unemployment
- c. Extent to which the project promotes cooperation between public education and employer groups
- d. Relevance to priority areas in vocational education specified in the long-range program plan to vocational education programs, services, and activities described in the annual plan
- e. Adequacy and competence of personnel designated to carry out the program or project
- f. Adequacy of facilities
- g. Reasonableness of cost estimates, and
- h. Expected potential of the proposed program or project being made a part of the regular vocational education program
- i. Program will be started in priority order in so far as financially possible

9.13 Procedures and Policies that will be followed for acting on applications

The State supervisory staff will review and evaluate the applications from the local educational agency and make recommendations to the State Director.

- a. Approve the application in whole or in part, disapprove the application, or defer action on the application for such reasons as lack of funds or a need for further information, justification, or evaluation.

- b. A deferral will be reconsidered when funds become available or the criteria for eligibility have been fulfilled.
- c. The State Director or authorized representative shall notify the applicant in writing of the disposition of the application, and
- d. Include, in the award letter for any grant, the approved budget and grant or contract award conditions which the applicant will comply with in accordance with State law.

9.2 Requirements of Cooperative Vocational Education Programs

The development and operation of cooperative education programs between the local educational agency and public and private employers shall be stressed when such programs are not otherwise available and are related to existing career opportunities which are subject to promotion and advancement. Cooperative vocational education programs developed and operated under provisions of this State Plan shall not supplant on-going cooperative education programs. Programs must meet the following requirements.

9.21 Purpose

Each cooperative vocational education program approved by the State Director will provide a cooperative work-study program of vocational education for persons who, through a cooperative agreement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in a recognized occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education (career objective) and to his employability. Work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time in fulfilling the cooperative vocational education work-study program.

The program will be administered by a local educational agency or the State Board with the participation of public and private employers providing on-the-job training opportunities that may not otherwise be available to persons who can benefit from such programs.

9.22 On-the-Job Training Standards

Each cooperative vocational education program will provide on-the-job training that meets each of the following standards:

- a. Is related to existing career opportunities subject to promotion and advancement.
- b. Does not displace other workers who perform such work, and
- c. Employs student-learners in conformity with Federal, State, and local laws and regulations in a manner not resulting in exploitation of the student-learner for private gain.
- d. Provides a written training agreement and schedule of processes for in-school and on-the-job learning experiences. Copies of agreement will be submitted to State office for filing with the local application.

9.23 Identification of JObs

Each cooperative vocational education program will be approved by the State Director on the basis of information provided in the local application that the necessary procedures have been established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs in compliance with the provisions established in Section 3.14 of the State Plan.

9.24 Additional Costs to Employers

Financial assistance may be given to employers to cover added costs involved in providing on-the-job training of students enrolled in cooperative vocational education programs.

- a. The local educational agency may enter written agreements with employers to reimburse them for allowable costs in providing on-the-job training.
 1. The payment of added employer costs will be made only when it is apparent that, without such reimbursement, the employer will not be able to provide quality on-the-job training.

2. The added employer cost shall be specified in a written agreement that shall become a part of the training plan contract between the local educational agency and the employer. The written agreement shall indicate:
 - (a) The cost factor involved
 - (b) The amount of funds to be paid, and
 - (c) The duration of the reimbursement
3. The employer costs to be considered are:
 - (a) Materials that can be classified as scrap due to learning activity.
 - (b) Portion of cost for tools and equipment needed to accommodate learning station for trainee. Some consideration shall be given for trainee production rate in relation to entry rate.
 - (c) Allowance for insurance, employee benefits, and supportive services relating to cooperative trainee participation.
 - (d) Insurance and bonding for hiring underage personnel.
 - (e) Portion of supervisory costs when employer hires sufficient trainees to justify allowance.
4. Costs not to be included in providing on-the-job training are:
 - (a) Construction of facilities
 - (b) Purchase of equipment
 - (c) Other capital costs which would insure to the benefit of employers.
5. The State Director shall determine the eligibility and reasonableness of added employer costs as submitted by local educational agency.

9.25 Costs to Students

The State Board shall require the local educational agency to include in its application for financial assistance such plans for reimbursing students, or paying on behalf of students, for unusual costs resulting from their participation in a cooperative vocational education program.

9.25-1 Application

The local educational agency application shall

- a. Identify those costs that are reimburseable
- b. Indicate under what circumstances such costs are eligible for reimbursement
- c. Indicate whether payment for such cost shall be made to trainee or employer
- d. Assurance that payment will be made only for allowable costs

9.25-2 Approval of Applications

- a. The State Director shall review, approve, or disapprove local applications according to the following:
 1. Approved only for such costs as are not reasonably required of persons engaged in the occupation for which this training is being provided, but not limited to:
 - (a) Special tools
 - (b) Special clothing
 - (c) Special equipment
 - (d) Safety and other protective devices
 - (e) Transportation costs considered exceptional
 - (f) Other costs not anticipated in this proposal

- b. Application for added student costs shall provide assurance that such costs do not underwrite personal obligations and expenses which trainees in similar circumstances are reasonably expected to assume such costs. An exception may be made if certain disadvantaged students are confronted with probability of being unable to assume normal costs involved in their participation in on-the-job training.
- c. Claim for reimbursement shall be documented for verification and payment.

9.26 Participation of Students in Nonprofit Private Schools

The participation of students enrolled in nonprofit private schools in vocational education programs or projects supported with funds allotted under Part G of the Act shall be in accordance with Section 4.2 of the State Plan.

9.27 Noncommingling of Funds

The Federal funds appropriated and allotted to the State for programs funded under Part G of the Act will have a separate accounting code to provide for the identification of the available funds. The local educational agency will use a code identification in compliance with the State Board of School Finance requirements.

9.28 Evaluation and Follow-Up Procedures

The local educational agency and the agency providing on-the-job training will provide for continuous evaluation and supervision of activities and their relation to training plan.

In addition, the local educational agency will provide for a follow-up of the trainees to include

- a. The types of jobs in which students are employed
- b. The rate of pay

The LEA will, through visits, records, reports, and consultative services, supervise and evaluate programs and record whether or not they are making such changes and improvements as revealed by assessment and evaluation of program.

The LEA will consider the following types of information in evaluating cooperative vocational

education outcomes:

- (1) Number of students served by the program and the percentage of those not enrolled who could benefit if enrolled.
- (2) Number and distribution of occupations for which cooperative vocational education is available.
- (3) Follow-up data after graduation at one, three, and five-year intervals
 - a. Retention in same job
 - b. Employment in related jobs
 - c. Additional education and training taken or needed
 - d. Unemployment history
 - e. Income, advancements, job duties
- (4) Impact of the program on dropout and youth unemployment rates.
- (5) Comparisons of labor market needs and number being trained in specific occupational fields.
- (6) Evaluations by employers of the job performance of graduates as compared to other groups-
- (7) Objective data derived from experimental or quasi-experimental research (e.g., specific practices achieve certain outcomes?)

9.3 Ancillary Services and Activities

The State Board shall provide for an adequate staff, qualified by education and experience, to plan, administer, supervise, and evaluate cooperative vocational education programs to the extent necessary to assure quality programs which are suited to the needs and abilities of those being served.

9.31 State Staff

All programs of cooperative vocational education shall be under the supervision of the vocational education staff.

9.31-1 State Supervisor

The duties and qualifications of the State Supervisor shall be the same as those designated in 1.31-42.

9.31-2 Program Specialists

The duties and qualifications of program specialists shall be the same as those designated in 1.31-41 and 1.31-42.

9.31-3 Specialized Personnel Such As Itinerant Instructors

The duties and qualifications of specialized personnel shall be the same as those designated in Policy Bulletin No. 1-70.

9.32 Local Staff

The duties and qualifications of local administrative and supervisory personnel shall be the same as those designated in Policy Bulletin NO. 1-70.

9.33 Teacher Education Personnel

The duties and qualifications of teacher education personnel and provisions for professional improvement shall be the same as those designated in 1.35-1, 1.35-2, 1.36, and 1.4.

9.34 Curriculum Development

The development or revision of cooperative vocational education curriculums shall be under the direction of the state supervisory staff.

9.35 Research, Demonstration, and Experimental Programs

The following provisions apply to research, demonstration and experimental programs designed to improve the quality of cooperative vocational education programs.

9.35-1 Policies and Procedures

9.35-11 Same as Section 5.2

9.35-12 Submittal of Application
Same as Section 5.21

9.35-13 Review of Application
Same as Section 5.22

9.35-14 Action on Application
Same as Sections 5.23 and 5.3

9.36 Development of Instructional Materials

The development of instructional materials for cooperative vocational education programs and the distribution of such materials to teachers, supervisors, and administrators shall be under the direction of the state supervisory staff.

9.37 Evaluation of Programs

Same as Section 9.28

9.38 Adequate Facilities, Equipment, and Materials

Classrooms, laboratories, libraries, and other facilities, including instructional equipment, supplies, teaching aids, and other materials, shall be sufficient in supply and quality to meet the standards developed by the state supervisory staff and approved by the State Board so that such facilities will enable those in training to achieve the objective intended.